DOCUMENT RESUME

ED 416 887 IR 056 912

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TITLE New Hampshire State Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION New Hampshire State Library, Concord.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE 1993-00-00
NOTE 55p.
CONTRACT R167A20009
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Adult Learning; *Adult Literacy; Community Cooperation; Evaluation; Federal Programs; Grants; Library Collection Development; Library Role; *Literacy Education; Public Libraries; Publicity; Rural Areas; State Libraries; Student Recruitment; Tutoring; Tutors; Volunteer Training; Volunteers
IDENTIFIERS Library Services and Construction Act; New Hampshire; Tutor Training; Volunteer Recruitment

ABSTRACT

"CONNECTIONS: The New Hampshire Reading Project," a project of the New Hampshire State Library (Concord), involved coalition building, public awareness, training, reading and discussion, and evaluation. The project served a community of over 200,000 people, and targeted students and tutors of library literacy programs and New Hampshire Adult Tutorial Programs. The project served a total of 116 adult learners. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Attachments include program materials, certificate of appreciation from "Books Change Lives" conference, library/literacy survey and evaluation materials, fundraising packet, and sample pages from the New Hampshire Adult Tutorial Program Manual. (SWC)

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New Hampshire State Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
_x_ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
_x_ Coalition Building
_x_ Public Awareness
_x_ Training
___ Rural Oriented
___ Basic Literacy
___ Collection Development
___ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)
_x_ Other (describe) Reading & Discussion; Evaluation

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language
_x_ Other (describe) Students & Tutors of library literacy programs and NH Adult Tutorial Programs

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
_x_ evaluation report
_x_ survey
___ newsletter(s)
_x_ other (describe)
fundraising packet support materials

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 116
Of those served, how many received direct tutoring service? -0-
How many hours of direct tutoring service did they receive? -0-
How many new volunteer tutors were trained? -0-
How many current volunteer tutors received additional training? 130
How many volunteer tutors (total) were involved? 190
How many non-tutor volunteers were recruited? -0-
How many service hours were provided by non-tutors? 250
How many librarians were oriented to literacy methods, materials, and students? 25
How many trainers of tutors were trained? 12

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

LSCA TITLE VI FINAL PERFORMANCE REPORT

PART I: GENERAL INFORMATION

1. Organization receiving grant: New Hampshire State Library
   20 Park Street
   Concord, NH 03301

2. Final report preparation: Rebecca J. Albert
   603/271-3183

3. Grant number: R167A20009

4. Grant amount awarded/expended: $34,364.31

PART II: QUANTITATIVE DATA

See attachment.

PART III: NARRATIVE REPORT

The goals and objectives of the New Hampshire Action Plan for libraries and literacy were outlined in the original FY 1992 LSCA Title VI proposal as follows:

Goal 1: To provide the adult residents of New Hampshire with the opportunity to develop literacy skills.

Goal 2: To provide parents in New Hampshire with the skills and resources necessary to read to their children and to take an active part in their children's literacy development.

Goal 3: to expand and improve the degree of involvement of the state's libraries in providing adult and family literacy programs.

Goal 4: to work in conjunction with the New Hampshire Office of Adult Basic Education (ABE) and other agencies in sponsoring adult and family literacy programs.

Objective 1: To encourage libraries and other agencies in the state to provide space and resources for conducting literacy programs.

Objective 2: To assist librarians in providing adult and family literacy programs.

Objective 3: To promote staff development of librarians through continuing education programs to further their knowledge of and expertise in developing adult and family literacy programs.

Objective 4: To promote the use of volunteers in disseminating information about literacy programs.

Objective 5: To promote public awareness of the availability of literacy training through libraries, the Office of Adult Basic Education and other agencies.

Objective 6: To assist librarians in applying for financial assistance from the LSCA Library Literacy Program and other funding sources.

Objective 7: To provide equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, specifically members of ethnic minority groups, handicapped persons and the elderly.

In October 1992 we applied for and received a budget revision and an extension of the project period to February 28, 1994. The changes became possible when the Literacy Coordinator became a permanent position within the State Library budget. This event gave us the opportunity to redirect administrative funds toward actual services and materials. The changes, which were designed to continue to meet the goals and objectives outlined above, were three-fold: the addition of support staff for the project, the acquisition of desk-top publishing equipment, and a workshop for librarians, volunteer tutors and literacy program administrators. Two of these projects proved to be less costly than our estimates, allowing us to further redirect funds and provide more services to fulfill the goals and objectives of the project.

The following projects were undertaken to fulfill the goals and objectives:

CONNECTIONS

CONNECTIONS: The New Hampshire Reading Project meets goals 1,2, 3 and 4 and objectives 1, 2, 3, 4 and 7. It is a library book discussion program for adult new readers. Participants in the project are students and tutors of various library literacy programs and the New Hampshire Adult Tutorial Programs, a division of the state

Office of Adult Basic Education. High quality children's books are chosen around a theme (such as Courage, Friendship, etc.) and given to the participants to encourage family reading.

As planned in the original proposal revision, the CONNECTIONS project director worked one day per week throughout the grant period to accomplish four objectives:

1. Review all administrative and fiscal procedures for CONNECTIONS programs; simplify/streamline/standardize whenever possible.

> This was accomplished. The series registration form, tape circulation form, payment request form, program planning procedures and model format handout, and all evaluation forms (student, tutor, librarian, literacy coordinator, discussion leader) were all reviewed, revised, and reprinted.

2. Revise, reprint, and distribute CONNECTIONS brochure to complete literacy mailing list.

> This was not accomplished, because in September, 1993, the Advisory Council undertook the task of revising the readings for three themes: COURAGE, FRIENDSHIP, and HOME, thereby extending the revision process beyond the tenure of this grant. The process was completed (nine new books selected) in April, 1994. A revised brochure reflecting these changes (and the new procedural forms noted above) will be produced for the 1994 fall programming season.

3. Compile and distribute program tip sheets for students, tutors, librarians, and discussion leaders.

> This was accomplished. Samples are attached; tips came primarily from three years' worth of participants' program evaluations. Tip sheets were distributed before programs to all new sites, and enclosed with the book shipment for all repeat sites. We will continue to collect tips on an ongoing basis. Tip sheets will be revised as necessary.

4. Write grant proposals to fund future CONNECTIONS programs and inservice workshops.

> This was accomplished. Two proposals were written and submitted to LSCA. We also began planning with Vermont for a two-state project on the environment, and a third two-year proposal to NEH, on themes of myth and astronomy.

In addition to all of the administrative benefits reported above, CONNECTIONS benefited from this grant in several unplanned ways. After the Literacy Project

Assistant left unexpectedly, the Vermont Center for the Book took on much of the CONNECTIONS file reconversion that would otherwise have been her job. Because we share NEH funding with VCB, clerical and computer training costs were charged to that grant. This enabled us to redirect LSCA funds we had allocated for these administrative costs to support the CONNECTIONS programs and services detailed below:

1. Advisory Council Meeting, September 13, 1993. Costs of meeting attendance (transportation and childcare) are underwritten for members -- primarily students and tutors -- who are not otherwise institutionally supported. This was the first meeting of the project's fourth season, held primarily to plan the process of revising three themes (reported above), and the inservice workshop described next.

2. Inservice Workshop, November 12, 1993. We produced this workshop for program planners -- librarians, literacy coordinators, and discussion leaders -- based on their suggestions taken from evaluations. We invited 40 people; 34 were able to participate. The day-long agenda included presentations on the power of story and the oral tradition, and an open group discussion about how CONNECTIONS works (and doesn't...) for new readers, with a panel of two new readers and a literacy coordinator. We also introduced the season's two new themes, Journeys and Justice, and demonstrated how to make a "story quilt" -- a hands-on technique for extending CONNECTIONS book discussions. Handouts included theme descriptions, tip sheets, program planning procedures and model format. We also displayed the books from all eight series.

3. CONNECTIONS programs, September - December, 1993: 15 programs at 4 libraries. NEH funding for CONNECTIONS covered 15 series in New Hampshire this year. LSCA funding enabled an additional four series, which would not have been possible otherwise. They were held at the Carpenter Memorial Library in Pittsfield, the Fuller Public Library in Hillsboro, the Keene Public Library and the Ossipee Public Library. Total reported enrollment for the four LSCA-funded series was 61 (36 students, 15 tutors, 3 literacy coordinators, 3 librarians, 4 discussion leaders); total reported attendance for 15 programs was 179.

About half the student participants in the LSCA-funded programs were new to CONNECTIONS -- 64% reported that reading for pleasure was a new experience and 100% said they enjoyed the experience and will continue to read for pleasure. Over half -- 57% -- said the programs changed how they felt about reading. These are typical responses: "I didn't know everyone has different feelings about a book." "I like reading more often now." "It is making me feel better about reading (I can do it!)."

Many student participants -- 43% -- reported that the programs changed how they felt about libraries, too, and 100% say they will come back to the library, with 57% bringing someone else along with them. Comments included: "I take out books now, which I didn't before." "I go more to the library."

All participating literacy coordinators and two of three participating librarians reported increased inter-agency cooperation as a result of the programs. Literacy coordinators also continue to report that the programs help to reinforce new readers' reading skills. Susan Jenkins, Coordinator of the Merrimack County ATP: "Some students have actually increased their reading comprehension levels two full years while participating in a four-month series."

4. Books. LSCA funds enabled us to restock books for 5 of our 8 CONNECTIONS series (Autobiography, Courage, History, Journeys, and Justice), in order to meet participant demand for programs on these themes. There are a total of 38 titles included in the five series. We purchased 1,038 assorted volumes (in hardcover and paperback editions), at an average cost of $4.64, including shipping.

"BOOKS CHANGE LIVES" CONFERENCE

The "Books Change Lives" conference met goals 3 and 4 and objectives 3 and 4. It was held on Saturday, May 8, 1993. 150 volunteer tutors and students from the New Hampshire Adult Tutorial Programs and the various library literacy programs, librarians, and literacy program administrators attended the all-day event at New Hampshire College in Hooksett. They were treated to a moving keynote address by award-winning poet and scholar Linda McCarriston, who shared how she survived an abusive childhood by discovering the power of books. After the keynote, tutors and librarians met for informal "round table" discussions about literature and library literacy services. Several students offered tributes to their tutors, and one tutor who has volunteered the most years (18) in New Hampshire was honored. All participants were given certificates of appreciation for their service to adult literacy programs.

We originally intended to conduct a "mini" tutor training workshop for librarians at the conference. We decided our goal would be better met by encouraging librarians to attend the tutor training workshops in their own communities. Thus, the librarians became more familiar with the coordinators and tutors of their local programs.

A CONNECTIONS-type reading and discussion program was also on the original agenda; we chose to leave this off because of time constraints. Most of the tutors and librarians present had done CONNECTIONS in the past.

All tutors and librarians expressed deep gratitude for this day of appreciation of literature, the power of reading, and the gift of volunteering. Many are still talking about it today, and hope that we will make it a regular event.

LITERACY LEADERSHIP DEVELOPMENT

The development of leadership potential in the field of adult literacy helped to meet goals 1, 2, 3 and 4 and objectives 1, 4, 5 and 7. One of the greatest achievements of the past three years in the New Hampshire literacy world is the development of the

New Hampshire Council on Literacy (NHCL). The Council has as its main goals to support and advocate for adult literacy services in the state. It is a 501(c)3 organization with a 15 member board of directors made up of students, tutors, librarians, program administrators and members of business and other communities. The State Library's Literacy Consultant and the CONNECTIONS Project Director are both on the board and serve as officers.

This grant supported the development of the NHCL by contributing to a long-range planning retreat for the board (held in October 1993), by sending a student to a statewide literacy conference sponsored by the University of New Hampshire, and by contributing to the expenses for the New Hampshire delegation to the Third Annual National Adult Literacy Congress (held in Washington, D.C. in September 1993).

The goal of the National Adult Literacy Congress is the development of student leadership potential. Since that Congress New Hampshire's four students and one tutor have helped to establish student support groups in their communities, planned and presented at the Third New Hampshire Literacy Congress and have been featured in newspaper and radio segments. They have initiated an interstate networking effort among adult literacy students and workers in New Hampshire, Maine, Massachusetts and Vermont. The tutor is also a member of the NHCL board.

LIBRARY/LITERACY SURVEY AND EVALUATION PROJECT

The survey and evaluation project met goals 3 and 4 and objectives 2, 3, 4 and 7. In September 1993 the State Library hired a doctoral student for a work-study project to survey and evaluate literacy programs, library and non-library, in New Hampshire. She prepared and mailed 600 survey instruments to tutors, students, and program administrators. From the surveys, she randomly selected 30 individuals for personal interviews. The final report on the project will be completed in June, but preliminary results are very revealing. She has compiled information about student and tutor perceptions of the programs, their own needs and successes, access to resources and training opportunities. One of the most telling early results is that library literacy programs may often be more effective than larger, learning-centered programs. The tutors and students of the library literacy program surveyed had a much stronger identification with the program, felt more familiar with the project director, and appreciated the library setting a great deal. The survey forms and interim reports are attached.

PROJECT MANAGEMENT

The project management component of this grant helped to meet all goals and objectives of the project by streamlining all aspects of the project. Our original intent was to hire clerical support and purchase desk-top publishing equipment. A part-time project assistant was hired, but resigned for another position within two months. Despite that setback, we were able to meet all objectives of this portion of the grant

without hiring a replacement. Staff from the Vermont Center for the Book (formerly the Vermont Reading Project) our partner in the CONNECTIONS project, took over the data entry. They also helped to set up the computers and software and trained us on its use.

We purchased one Macintosh LC III, a color monitor, a Zoom modem and a Personal Laser Writer printer. We also purchased two Macintosh Powerbooks 165/180. Software purchased was ClarisWorks (for word processing and desktop publishing), Claris FileMaker Pro and Macintosh PC Exchange. This system has proved absolutely invaluable to the project. We have used it to communicate remotely with the VCB and between the CONNECTIONS Project Director (who works from home several days a week) and the Literacy Coordinator. We have produced fundraising materials for the New Hampshire Council on Literacy, various workshop materials, numerous letters, minutes and reports (including this one), and helped to produce a program manual for all literacy programs in the state. Most of the addenda to this report were produced by this system.

The specific objectives of the program management portion of the grant were:

1. Create a comprehensive, on-line database of literacy program administrators, volunteer tutors, librarians and CONNECTIONS discussion leaders.

    Done by the Vermont Center for the Book staff with assistance from the CONNECTIONS Project Director and the Literacy Coordinator.

2. Organize the CONNECTIONS book collection, and streamline the procedure for distributing the books to program sites.

    Done by the CONNECTIONS Project Director.

3. Take minutes at meetings of the CONNECTIONS Advisory Committee, the New Hampshire Congress on Literacy Planning Committee, and other pertinent meetings.

    Done by the Literacy Coordinator and other committee members.

4. Handle registration and generate materials for the following events: "Books Change Lives" workshop; the "Second New Hampshire Congress on Literacy" (student conference); and two CONNECTIONS in-service workshops scheduled for winter and spring of 1993.

    Done by the Project Assistant, the Literacy Coordinator, and the CONNECTIONS Project Director.

5. Data entry for various publications, including a guide to family literacy services in New Hampshire, a journal of student writing from around the state, the

CONNECTIONS brochure and tip sheets, and a *Family Reading Tips* pamphlet.

The CONNECTIONS tip sheets were completed by the CONNECTIONS Project Director; the brochure will be completed this fall (see CONNECTIONS report above.) The guide to family literacy services is still in the research stage; the Literacy Coordinator serves on a committee that is collecting data for the publication. The journal of student writing is still in the planning stages. The CONNECTIONS Project Director and the New Hampshire Council on Literacy are collecting writing samples. The *Family Reading Tips* pamphlet was not produced; many fine pamphlets are already in circulation at public libraries and literacy program sites.

The New Hampshire State Library was involved in all aspects of the project; in effect, the New Hampshire State Library **is** the New Hampshire Action Plan for Libraries and Literacy. The Literacy Coordinator and the CONNECTIONS Project Director implemented all parts of the grant; the Library Development Services section and Administrative Services section provided supervisory and clerical support; and the Fiscal Services section handled all financial aspects of the grant.

Many other agencies were involved in the project. The New Hampshire Office of Adult Basic Education and its section the New Hampshire Adult Tutorial Programs were the recipients of most of the benefits of the project; its tutors, students and administrators received training and support. The Vermont Center for the Book was our partner in the planning and implementing of the CONNECTIONS project, and helped us immeasurably with data entry and computer set-up. Many public libraries and public library cooperatives benefited from the project, through training and technical support. The New Hampshire Library Association, the New Hampshire Library Trustees Association and the Association of New Hampshire Library Friends supported and/or sponsored the CONNECTIONS project and the New Hampshire Council on Literacy. The New Hampshire Council on Literacy supported all of the goals and objectives of the grant.

The New Hampshire Action Plan for Libraries and Literacy has greatly impacted the literacy goals of the New Hampshire State Library's long-range program. Since its inception six years ago, the number of public libraries involved in literacy programs in the state has increased tenfold. Several libraries have established their own tutoring programs; many have purchased collections of materials and established contacts with local literacy programs. The CONNECTIONS project has contributed greatly to this increase in literacy involvement by offering libraries a simple and inexpensive way to begin. The formation of the New Hampshire Council on Literacy and the founding of the annual student conference (the New Hampshire Literacy Congress) would not have been possible without the support of the State Library. New Hampshire now has a network of literacy providers in adult learning centers and public libraries, with the partnership of Department of Education and the State Library as the hub.

PROPOSED/ACTUAL EXPENDITURES:

LSCA Budget Category	Proposed Expense	Actual Expense
A. Salary & Wages	$ 10,400.00	$ 570.74
B. Fringe Benefits	796.00	43.67
C. Travel	300.00	1,912.45
D. Equipment	-0-	-0-
E. Supplies	3,000.00	7,570.30
F. Contractual Services	-0-	-0-
G. Library Materials	-0-	4,813.00
H. Other (see below for breakdown)	18,670.00	18,340.15
I. TOTAL DIRECT CHARGES	33,166.00	33,250.31
J. Indirect Charges	1,347.00	1,114.00
K. TOTAL PROJECT COSTS	34,513.00	34,364.31
L. Program Income	-0-	-0-

Breakdown of "Other":

CONNECTIONS Project Director	7,800.00	7,800.00
"Books Change Lives"	10,800.00	4,995.41
Audit Fee	70.00	86.74
CONNECTIONS Workshop	-0-	528.00
CONNECTIONS Discussion leaders	-0-	2,250.00
CONNECTIONS Advisory Council	-0-	50.00
Library & Literacy Program Survey & Evaluation	-0-	1,800.00
Student conference attendance	-0-	30.00
National Adult Literacy Congress	-0-	400.00
NH Council on Literacy Long-Range Planning Retreat	-0-	400.00
Total:	18,670.00	18,340.15

ADDENDA

1. Part II, Quantitative Data

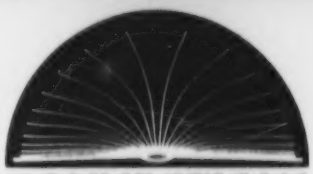
2. CONNECTIONS materials

3. Certificate of Appreciation from "Books Change Lives" conference

4. Library/Literacy Survey & Evaluation materials

5. New Hampshire Council on Literacy fundraising packet

6. Sample pages from the New Hampshire Adult Tutorial Program Manual



CONNECTIONS
The New Hampshire
READING
Project

CONNECTIONS is a library book discussion program for adult new readers. It invites adults who are unfamiliar or uncomfortable with reading for pleasure, group discussion, and libraries to discover a world of books and ideas, to take part in the community of readers, and to make continuing personal and family use of libraries.

CONNECTIONS taps the best of children's literature to provide adult new readers with positive experiences reading and discussing books. Themes of courage, friendship, love, loss, and change surface in children's books as often as they do in "adult" literature, so the books for each program provide a rich source of material for serious discussion at a variety of levels that everyone can read and understand.

Moreover, most adult literacy students are motivated by wanting to read to their own children. To help build home libraries and encourage family reading, participants keep the books they read in the programs.

The format is simple. Each series includes six to nine selections -- ranging from picture books to short novels -- related by a common theme. New readers read the books alone or with their tutors, then everyone meets monthly at the local library to talk about the books and theme with a visiting discussion leader, who facilitates all four sessions.

Programs are informal and interactive. There are no lectures. The discussion leader invites everyone to join in as they feel comfortable. Everyone also tours the library, meets the staff, and (if possible) registers for a card. And of course, everyone is encouraged to come back often.

CONNECTIONS presents reading for pleasure and discovery as a gateway to ideas, to interaction with others, to full membership in the community. The point is not just to encourage people to read, but to <u>love</u> to read and to value reading. The programs also reinforce practical reading skills, and introduce any reader's best friend -- the local librarian.

For more information about CONNECTIONS contact Christie Sarles, NH State Library, Library Development Services Section. 603/271-2866.

I read very poorly and with this program I read nine books that I never would have read. Until January 1992 I did not read at all and now I read every chance I get.

Ron Nudd, New Reader, Portsmouth

For me and my student ,who had been working together for 3 years, CONNECTIONS was a catalyst that provoked exciting changes and growth for us both -- it energized us; it gave us a new focus and new goals; it opened the door to fiction, to literature; and it reintroduced us to the idea that our work together could be fun, that reading wasn't just a coping skill necessary for getting a good job, but that reading could be done for pleasure and enjoyment.

Toni Callahan, Tutor, Concord

These book study groups are, in my opinion, one of the best ways for new readers to learn to go deeper than just the words of the books, to see the fun and joy of reading books written for all ages. To see past the picture books and understand the story.

Richard Kenneally, New Reader, Pittsfield

The value of CONNECTIONS goes well beyond its success in encouraging reading, as important as that is. For me, an equally important achievement is in encouraging adults to explore, often for the first time, enduring human concerns. I've been stunned by the insights of adults whose reading may be limited, but whose minds are alive and open to the world around them. Their backgrounds provide perspectives on the human condition that, frankly, are usually missing from the classroom.

Nick Boke, Discussion Leader

No one ever read to me as a child. I feel like I'm discovering a whole new world when I read these books to my child. It's like a second chance to have the childhood I missed.

New Reader, Lisbon

I have seen new levels of confidence in some students who previously would not have joined a group activity. I have witnessed new leadership emerge among several students who now have started student support groups among their fellow CONNECTIONS participants. I have also seen dramatic increases in reading comprehension among those students who have successfully completed CONNECTIONS series in four different communities.

Susan Jenkins, Adult Tutorial Program Coordinator, Merrimack County

The CONNECTIONS series have been the most memorable and inspiring programs I've attended in my seventeen years here...I'm always amazed by our discussions.

Cathy Beaudoin, Librarian, Dover

The more I read, the more I learn.

New Reader, Goffstown

CONNECTIONS Program Format Guidelines

A typical series of four sessions will follow the program format outlined below. Session 1 introduces the group members to each other, to the theme and books, and to the library. Sessions 2, 3, and 4 are book discussions. At session 4, the librarian distributes evaluation forms, and invites continuing patronage. Programs are generally held at monthly intervals, in order to give everyone plenty of time to do the reading. Depending on reading levels and abilities, intervals of 2 or 3 weeks are also possible.

Session 1 **Getting Acquainted** **90 minutes**

- ❑ Welcome and introductions -- librarian

  Most groups prefer an informal setup in a circle or around a table.

- ❑ Introduce series theme and books -- discussion leader facilitates

  Many groups set "ground rules" (who talks and when, what's "OK" to say, reading aloud, etc.), and discuss how students and tutors plan to do the reading (in regular sessions, on their own, etc.).

  Some groups model talking/listening by breaking into pairs to tell theme-related personal stories, then reporting back to the group.

  Many groups read aloud and talk about one of the picture books.

- ❑ Break and refreshments

- ❑ Introduce library: staff, tour; registration and library cards -- librarian

  Some groups tour different parts of the library over 4 sessions.

  Many groups enjoy an interactive exercise as part of the tour.

- ❑ Distribute books for Session 2 ; confirm date and time -- librarian

Sessions 2, 3, & 4 **Book Discussions** **90 minutes - 2 hours**

- ❑ Welcome (introduce any new participants) -- librarian
- ❑ Discuss session books, series theme -- discussion leader facilitates
- ❑ Break and refreshments
- ❑ Continued group discussion, and wrapup by discussion leader
- ❑ Display/booktalk related titles (same theme or same authors) -- librarian
- ❑ Distribute books for next session; confirm date and time -- librarian
- ❑ Personal book selection if time allows

rev. 1/94

Program Planning Procedures

1. **Librarian and ATP and/or Library Literacy Coordinator** confer to
   - ❑ Select a theme (and alternate)
   - ❑ Select a **discussion leader** (and alternate)
   - ❑ Set the series schedule: days, dates, (and snow dates...), and times

2. **Librarian or Literacy Coordinator**
   - ❑ Contacts the **discussion leader** to confirm availability
   - ❑ Contacts the State Library to report program plans and reserve books 271-2866 or 271-3183

3. **Literacy Coordinator**
   - ❑ Selects and invites **students** and **tutors** to participate (20 maximum)
   - ❑ Confers with the **discussion leader** regarding:
     - * participants' abilities, needs, special interests
     - * book selections
   - ❑ Confirms with the **librarian**:
     - * the number of participants
     - * the specific titles to be used
     - * any childcare needs

4. **Librarian**
   - ❑ Confirms series registration information with the State Library
   - ❑ Provides (if possible) non-public meeting space for programs
   - ❑ Arranges for refreshments, and on-site childcare if necessary
   - ❑ Introduces participants to library staff & resources with a guided tour and registers (if possible) participants without library cards
   - ❑ Displays and booktalks related titles at each program
   - ❑ Keeps a record of attendance at each program

5. **Librarian, Literacy Coordinator, Discussion Leader, Students, and Tutors**
   - ❑ Everyone participates, and completes an evaluation form after the series

MAKING CONNECTIONS

An Inservice Workshop for Program Planners
Friday, November 12, 1993
New Hampshire State Library
20 Park Street, Concord

AGENDA

10:30 AM	Registration and Coffee
10:40 AM	Welcome and Introductions Christie Sarles, Project Director
10:45 AM	The Language of Story: Teaching, Learning & Literacy Cindy Cohen, CONNECTIONS Discussion Leader Manchester City Library NH State Prison for Women Portsmouth Public Library
11:20 AM	Who Are New Readers? Leslie Haslam, Adult Tutorial Program Coordinator Rockingham County Ron Nudd and Suzanne Sieczkowski, ATP Students and CONNECTIONS Participants
12:00 NOON	BROWN BAG LUNCH - Bring Your Own Sandwich Coffee, tea, cider, and dessert will be provided
12:30 PM	The New Grant: *Journeys* and *Justice* Jennifer Lee, CONNECTIONS Discussion Leader Concord Public Library Franklin Public Library
1:15 PM	Keys to Successful Programs: Group Discussion mechanics goals & expectations preparation techniques that work approaches to avoid extending activities
2:00 PM	*Journeys* and *Justice*: Piecing It All Together Cindy Cohen

READER'S EVALUATION

Name:_____ Age:_____ Sex:____F ____M
(personal information optional)

Library:_____ Theme:_____

1. Was this your first CONNECTIONS series? ____ Yes ____ No
2. Was reading for pleasure a new experience for you? ____ Yes ____ No
3. Did you enjoy reading for pleasure? ____ Yes ____ No
4. Will you continue to read for pleasure? ____ Yes ____ No
5. Did this program change how you feel about reading? ____ Yes ____ No
   A. If yes, how have your feelings changed?

_____

_____

6. How many of the books did you have time to read? _____
7. Which book/s did you enjoy the most? Why?

_____

_____

8. Which book/s did you enjoy the least? Why?

_____

_____

9. Did you talk about any of the books with your family or friends? ____ Yes ____ No
10. Did you read any of the books with your family or friends? ____ Yes ____ No
    A. If yes, what did they think about the books?

_____

_____

11. Do you recommend your group's discussion leader? ____ Yes ____ No
12. What would you advise the discussion leader to do again (or change) next time?

_____

_____

more →

13. Do you plan to come back to the library? ____ Yes ____ No

    A. If yes, will you bring anyone with you? ____ Yes ____ No

14. Did this program change how you feel about libraries? ____ Yes ____ No

    A. If yes, how have your feelings changed?

_____

_____

15. How would you encourage other new readers to use the library?

_____

_____

16. Do you have any ideas for new CONNECTIONS themes?

_____

17. Please circle the number from 1 to 5 that best describes your reactions:

	Not At All				Very Much
A. Reading levels were appropriate for me.	1	2	3	4	5
B. I found the discussions lively and exciting.	1	2	3	4	5
C. I found the discussions thought-provoking.	1	2	3	4	5
D. I felt comfortable in the group.	1	2	3	4	5

18. I would like to participate in another CONNECTIONS series. ____ Yes ____ No

19. Do you have any other comments about CONNECTIONS? About libraries? About reading?

_____

_____

_____

Thank you for your help. Please return this form to your tutor or ATP Coordinator.

TUTOR'S EVALUATION

Name:_____Age:_____ Sex:____F ____M
(personal information optional)

Library:_____ Theme:_____

1. Estimate total hours spent reading, attending programs, evaluating this series:____.
2. Was this your first CONNECTIONS series? ____ Yes ____ No
3. Did you & your student/s enjoy reading for pleasure? ____ Yes ____ No
4. Will you continue to read for pleasure with your student/s? ____ Yes ____ No
5. Will you continue to use children's literature as a part of your regular tutoring routine? ____ Yes ____ No
6. Was there enough time between sessions to prepare? ____ Yes ____ No
   A. How would you advise other tutors to prepare students for CONNECTIONS?

   _____

   _____
7. Did you find overall book selection for this theme appropriate? ____ Yes ____ No
   A. Which book/s worked particularly well (or didn't), and why?

   _____

   _____
8. Do you recommend your group's discussion leader? ____ Yes ____ No
   A. What would you advise the discussion leader to do again (or change) next time?

   _____

   _____
9. Do you and your student/s meet at the library for tutoring? ____ Yes ____ No
10. Do you use library materials to supplement your tutoring? ____ Yes ____ No
    A. What additional literacy resources would you like to see this library provide?

    _____

    _____

more →

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11. Did you and your student/s use the bookmark/booklist to find more books on this theme? ____ Yes ____ No

A. Do you have ideas for new themes?

_____

12. Please circle the number from 1 to 5 that best describes your reactions:

	Not At All				Very Much
A. Reading levels were appropriate for my student.	1	2	3	4	5
B. I found discussions lively and exciting.	1	2	3	4	5
C. I found discussions thought-provoking.	1	2	3	4	5
D. I felt comfortable in the group.	1	2	3	4	5

13. I would be interested in participating in CONNECTIONS again. ____ Yes ____ No

14. Do you have any other comments about CONNECTIONS? Literacy? Libraries?

_____

_____

_____

_____

Thanks very much for your help! Please return this form and your student's form to your ATP Coordinator as soon as possible.

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Certificate of Appreciation

awarded to

Marian Starr

for being an outstanding and dedicated volunteer tutor for 2 years
for the

Adult Tutorial Programs
and the
Library Literacy Programs
of
New Hampshire

May 8, 1993

Kendall Wiggin
State Librarian

Art Ellison
Director, Adult Basic Education

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New Hampshire State Library
Study of Literacy Programs

INTERIM REPORT

January 1994

Introduction

In August of 1993, the Literacy Coordinator of the NH State Library, a Program Coordinator from the Adult Tutorial Program and the research associate selected the three literacy programs to participate in the study to be conducted by the State Library. The three programs were selected to represent geographic distribution and to include one Library Literacy program. The Merrimack County Adult Tutorial Program, the Grafton County (upper) Tutorial Program and the Fuller Public Library Project LIFT were identified. The Coordinators of the three programs were consulted and agreed to participate in the study. The stated purpose of the study is to: (a) explore the experiences of the participants in the literacy programs and (b) to gather meaningful information to guide program improvement.

Tutor and student survey instruments were developed with input from program participants and Coordinators. The survey consisted of four close ended questions and four open ended questions. In October 1993, the Coordinators of the three programs selected to participate in the study, provided the NH State Library with a count of tutors and students in their programs. In order to protect the confidentiality of the respondents, the State Library provided each Program Coordinator with the requested number of envelopes that contained the survey instrument, a cover letter and a self addressed stamped envelope for returning the survey. Each Coordinator addressed the envelopes from their mailing lists and the envelopes were returned to the State Library to facilitate mailing. The surveys consisted of four short questions asking demographic and educational information, as well as four open ended questions. The surveys were designed to be completely anonymous. If respondents were willing to participate in the follow-up interviews, there was a space for contact information.

The research design consists of both quantitative and qualitative data analysis. Over one thousand individual responses were analyzed. The following analysis is based solely on the responses to the survey instruments and is not conclusive. This Interim Report has been compiled to provide timely feedback to the Program Coordinators and the NH State Library on the survey phase of the research process. The survey is being followed with interviews of a purposeful sample of participants from the three programs. Cross-case analysis, recommendations and correlational findings will not be reported until the study is complete in June of 1994.

This Interim Report contains two sections: tables depicting the characteristics of the respondents and a narrative accounting of the responses to the open ended questions. I would like to thank the Development Staff of the New Hampshire Library, the Program Coordinators and the students and tutors for their thoughtful contributions to this study.

AGGREGATE DATA

Table 1. Overall Survey Response Rate By Program

	Number of Surveys Mailed	Number of Responses	Percent
Grafton County ATP	199	20	10
Merrimack County ATP	260	83	32
Project LIFT	72	28	39
Total	531	131	25

Table 2. Tutor Response Rate By Program

	Number of Surveys Mailed	Number of Responses	Percent
Grafton County ATP	44	12	27
Merrimack County ATP	110	56	51
Project LIFT	22	13	59
Total	176	81	46

Table 3. Student Response Rate by Program

	Number of Surveys Mailed	Number of Responses	Percent
Grafton County ATP	155	8	5
Merrimack County ATP	150	27	18
Project LIFT	50	15	30
Total	355	50	14

Characteristics of the Tutors and Students

The surveys mailed to the students and tutors began with four close ended questions asking: (1) time in the program (2) educational backgound (3) frequency of tutoring and (4) age and gender. The overall response rate to these four questions was ninety-three percent. Tutor data regarding age and gender is not reported due to unclear responses to this question. At the time of the survey, Project LIFT had only been in existence for one year, thus skewing both the student and tutor responses to question one, time in the program. For this reason, the aggregate response to this question only includes the Grafton County Adult Tutorial Program and the Merrimack County Adult Tutorial Program. The reader is referred to the individual program data for Project LIFT's response to this question.

Results of the Tutor Survey
N=81

Table 1. Characteristics of the Tutors: Length of Time Tutoring

Length of Time	Percent of Respondents
Less than 1 year	20
1-5 years	58
6-10 years	6
11-15 years	13
15 +	3

Table 2. Characteristics of the Tutors: Number of Students Tutored

Number of Students	Percent of Respondents
0	14
1	64
2	11
class	4

Table 3. Characteristics of the Tutors: Educational Background

Education	Percent of Respondents
High School	22
Undergraduate Degree	43
Advanced Degree	26
Other	6

Results of the Student Survey
N=50

Table 1. Characteristics of Students: Length of Time in Program

Length of Time	Percent of Respondents
Less than one year	37
1-5 years	46
6-10 years	9

Table 2. Characteristics of the Students: Age & Gender

Age	Percent of Respondents
16-20 years	4
21-30	22
31-40	24
41-50	30
51-60	8
60 +	3
Gender	
Male	36
Female	60

Table 3. Characteristics of Students: Educational Background

Completed in School	Percent of Respondents
Grade K-5	4
6-8	22
9-12	61
Over 12th	4
GED	5

Table 4. Characteristics of Students: Frequency of Tutoring

Times per Week	Percent of Respondents
Once a week	71
Twice a week	17
Class or other	12

Results of the Tutor Surveys

What the Tutors Wrote

Eighty-one tutors completed and returned the survey, representing forty-six percent of the target population. Four open ended questions were asked: What made you decide to become a tutor? What is the most valuable thing you have learned as a tutor? What is your greatest challenge as a tutor? And, what type of assistance, support, resource would you find most helpful in your tutoring experience? Through a qualitative analysis of the tutor responses, several themes and key words emerged as they described their experiences. This Interim Report speaks in those words, what the tutors wrote.

What made you decide to become a tutor? Two themes emerged in the tutor replies; personal reasons and to help others. Most of the tutors indicated that they had decided to tutor to "help others." The tutors wrote about sharing their knowledge, contributing to the community and "to make a difference in someone's life." Many tutors spoke of their "privilege" or "good fortune" in life. Others wrote of their "duty to society." One tutor said, " Anyone who wants to learn has the right to be taught."

The tutors' personal reasons were quite varied, however many wrote of their past, present or future interest in teaching. Some spoke of considering a career change. Others wrote "to do something positive in my life," "to feel good about myself," and their "love of reading." Outside factors were also mentioned by the tutors, specifically media campaigns, church projects and encouragement by other tutors.

What is the most valuable thing you have learned as a tutor? Three themes dominated the tutor replies to this question: what they have learned about themselves; about their students and about learning. Many tutors wrote about themselves. Key words that occurred were patience, caring, tolerance, compassion and respect. The tutors also wrote about their enjoyment of teaching. Several tutors spoke of "how little I know."

When the tutors wrote about their students, most of them spoke of the importance of self-esteem and "to believe in oneself is as important as academics." The tutors used several key words when writing about the students, such as perseverance, strength, courage, enthusiasm and the need for encouragement. Some said, "it's not the student's fault" and that "people who cannot read are not stupid." One tutor wrote that the students lack motivation and ambition and that "their old habits continue to cause failure."

Many tutors wrote about the learning process itself. When writing about learning, the key word was "everyone," that "everyone can learn," "everyone has strengths and weaknesses," "everyone has something to contribute," "everyone needs help in different ways," "everyone has potential" and that "everyone's life goals are different." The overlapping key word was "different." Here, the tutors wrote about differences in learning styles and ways of learning.

What is your greatest challenge as a tutor? Most of the tutors wrote about challenges with their students, especially building self-esteem and providing encouragement. Several tutors spoke of their students' personal problems and "making things stick." Others mentioned the challenges of helping their students realize their goals and progress, as well as "meeting the students needs."

The tutors also wrote about their personal challenges. The key words were patience, motivation and discouragement. A few tutors mentioned "staying out of the students' personal problems." Others wondered if they were "doing it right" or "living up to what the student thinks I know." A few mentioned homework, tardiness and absenteeism both in regard to "not taking it personally" and as a challenge to working with their students.

The third theme that emerged was the challenges of teaching itself. Most wrote of the challenge of understanding different learning styles. Many of the tutors wrote about keeping the lessons "interesting, varied and fun" and to "explain the material clearly."

What assistance, support, resource would you find most helpful in your tutoring experience? With few exceptions, most of the tutors expressed satisfaction with the Tutorial Programs. Tutor replies to this question also indicated a need for "how to" workshops, support groups, instructional materials and physical resources. Requests were varied, however in regard to workshops, tutors most frequently identified the topic of adult learning styles. Instructional and physical resources were specific to each program. The reader is referred to the single case analysis for detailed responses to this question.

Results of the Student Survey

What the Students Wrote

Fifty students completed and returned the survey, representing fourteen percent of the target population. Four open ended questions were asked: What made you decide to come to the Tutorial Program? What is the most valuable thing you have learned in the Program? What is your greatest challenge as a learner? What could make your experience in the program better? Again certain themes emerged with regularity as well as many individual thoughts and words.

What made you decide to come to the Tutorial Program? The students listed five primary reasons why they had come to the program: educational, employment, accessibility, family and personal. Most of the students wrote of educational reasons, with eleven of the respondents wanting to get their GED. Equal numbers of students mentioned employment, accessibility, family and personal reasons. Employment reasons centered around getting a better job or a job that paid more money. Several students wrote of family reasons, having "more to offer their child," or to help their children with homework. Others said, "my wife made me sign up."

The students also wrote about their personal reasons for coming to the program. Some said, "to better myself" or "to prove to myself I could do it." One student wrote, "I felt like a baby, needed to help to go somewhere."

What is the most valuable thing you have learned in the program? Three themes emerged in the student responses to this question. Many of the students wrote about specific skills they have learned, with math and reading mentioned most frequently. A similar number wrote about themselves and their ability to learn. Many of these students wrote of "self-confidence" and confidence in themselves. Others said, "I'm not as stupid as I thought," "I'm not too old to learn," "My brain still works" "How to kope with my problems" and "I didn't stop growing and leafning."

Other students wrote about their tutors, that their tutor "really cares." One student said, "My teacher really cared, she was there for me anytime." A few students wrote about other cultures, beliefs and respect for other people.

What is your greatest challenge as a learner? Again, most of the students wrote of specific skill acquisition as their greatest challenge, mentioning math, reading and spelling most frequently. Other students wrote of their personal challenges and their learning processes. When writing about their learning challenges, the key words were "repetition" and "remembering." Students also wrote, "to learn what I'm being taught" and "to do it without mistakes."

"Time" was another key theme to emerge. The students wrote "it takes a long time to learn," "to learn faster" and "to slow down and understand what I am learning."

Students also want "to succeed on my own." One student wrote, "To use this program to take my education as far as I want to go."

What could make your experience in the program better? In responding to this question, the students wrote about program experiences, skill acquisition and personal learning. When writing about the program, students mentioned transportation issues most frequently. The students wrote about being tutored at home, not having to drive so far and having "the GED test closer." Other students wrote that they would like to have more tutoring.

Many students wrote about their acquisition of particular skills. The students mentioned "to read a story," "to read a newspaper" and "to spell." When writing about their learning experiences, the students said, "to learn more," "to learn faster," "to retain everything," "more time," "not to be confused on my own" "to study harder" and "to get my GED overwith." One student wrote, "to have a better look on life."

Interim Implications from the Interview Phase

NH State Library Study of Adult Tutorial Programs
February, 21, 1994

At this time, nineteen interviews have been conducted with ten tutors and nine students in the Merrimack County Adult Tutorial Program and the Grafton County Adult Tutorial Program. Eleven more interviews will be conducted with students and tutors. Ten of these will be with participants in Project LIFT, a library literacy program in Hillsboro. Another student interview will be conducted in Grafton County. In addition, interviews will be conducted with the Program Coordinators at all three participating sites. A group interview, as well as participant observation will occur at a student support group meeting in March.

Perhaps, one of the most interesting phenomena in the study so far is that over fifty per cent of the interviewees were **not active** in the program at the time of the survey and interview process. In Grafton County, over two thirds of the subjects were not active and in Merrimack County, fifty per cent were not active. Interviews with these individuals indicate two primary reasons for present inactivity:

1. Personal problems or circumstances;
2. Lack of response from program administrators to match or re-match students and tutors.

Yet, clearly all inactive subjects consider themselves to be part of the program, responded to the survey and were willing to be interviewed. For several of these people, the interview process and being part of the study appeared to initiate renewed interest in reentering the program.

Other implications include:

1. The critical importance of one-to-one relationships. Students spoke highly of their tutor being the primary strength in their program experience. Tutors often spoke of the Coordinators being a primary program strength;

2. Feelings of inadequacy. Both students and tutors spoke of their inadequacies as learners and as teachers. Being a "trained teacher" appeared to be very important to tutors. Although many tutors have advanced degrees, they feel inadequate to deal with the learning needs of their students;

3. Post program follow-up. Many students that achieved their immediate goals, i.e. a GED felt very uncertain as to how to proceed to further their education;

4. Tutor training. This area is of particular interest to the NH State Library. It is clear that centralized, generic training is not responding to the learning needs of tutors. Many tutors felt that training should be mandatory, locally organized and responsive to individual learning needs;

5. Resources. In many instances, tutor resources and student materials are not accessible or available in necessary quantities. Accessibility to libraries, teaching materials, professional and internal resources were mentioned.

6. Representation of low-literate participants. As anticipated, a small number of students that had completed a fifth grade education or below responded to the survey. This number will be compared to overall program representation and additional students may be interviewed for maximum variation in the interview sample.

NEW HAMPSHIRE STATE LIBRARY
LIBRARY DEVELOPMENT SERVICES SECTION
State of New Hampshire Department of Cultural Affairs / Division of Libraries

November 1, 1993

Dear Tutor,

The Adult Tutorial Program is working with the NH State Library to gather information about literacy programs in New Hampshire. This study is an effort to find out who the tutors are, who the students are and what the tutorial experience means to you. In the past, many numbers have been gathered on students, but very little is known about the tutors and their thoughts. To provide responsive tutorial programs, it is important to know how you feel.

The study will include two parts, a brief questionnaire which is enclosed and follow-up interviews with five students and five tutors from each program. This is not a test! There are no wrong or right answers, just your thoughts. All information is completely confidential and will not be attributed to any identifiable individual. When the study is complete in June 1994, a report of the results will be available.

The questionnaire is designed to be completely anonymous, if you wish. You do not need to provide your name, address or telephone number unless you are willing to participate in a follow-up interview. In addition to what you write on the questionnaire, it is also important what you have to say about your experience. If you are willing to participate in a one hour interview, sometime during the winter months, please fill out the bottom of the sheet. The interviews will be held at a time and location convenient for you and will be arranged by Randy Thomas, who is working on this study with the State Library.

Please take a moment to fill out the questionnaire and return it in the enclosed envelope by November 15, 1993. Students are also receiving questionnaires, so please encourage your student to complete the form. This is an exciting opportunity to find out what is happening and how you feel about the tutoring experience. Please let us hear from you and your student!

Sincerely,

Susan M. Jenkins

Susan Jenkins, Coordinator
Merrimack County ATP

Rebecca J. Albert

Rebecca Albert,
Literacy Consultant

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20 Park Street • Concord, New Hampshire 03301-6303
603 / 271-2425 • FAX / 271-2205 • TDD Access: Relay NH 800 / 735-2964 603 / 271-2394

Tutor Questionnaire

Please do not write on the back of this page. If you need more space, please attach another sheet.

1. **How long have you been a tutor? _____ months, _____years.**
2. **What is your educational background? _____ high school graduate _____ undergraduate degree _____advanced degree_____other_____.**
3. **How many learners do you presently tutor? _____.**
4. **Sex_____ Age_____.**
5. **What made you decide to become a tutor?**

6. **What is the most valuable thing you have learned as a tutor?**

7. **What is your greatest challenge as a tutor?**

8. **What type of assistance, support, resources would you find most helpful in your tutoring experience?**

If you are willing to participate in an one hour interview, please indicate your name, address, telephone number and a good time of the day to call you.

Name_____

Address_____**Phone**_____

When is a good time to call ?_____

Thanks for your help! Please return this questionnaire by November 15, 1993.

NEW HAMPSHIRE STATE LIBRARY
LIBRARY DEVELOPMENT SERVICES SECTION
State of New Hampshire Department of Cultural Affairs / Division of Libraries

November 1, 1993

Dear Student,

The Adult Tutorial Program is working with the NH State Library to gather information about literacy programs in New Hampshire. This study is an effort to find out who the tutors are, who the students are and what being in the program means to you. In the past, many numbers have been gathered on students, but very little has been asked about how you feel about your experience in the program.

The study will include two parts, a brief questionnaire that is enclosed and follow-up interviews with five students and five tutors from each program. This is not a test! There are no wrong or right answers, just your thoughts. All information is completely confidential. Your personal identity will be completely protected. When the study is complete in June 1994, a report of the general findings will be available.

The questionnaire is designed to be completely anonymous, if you wish. You do not have to provide your name, address or telephone number unless you are willing to participate in a follow-up interview. In addition to what you write on the questionnaire, it is also important what you have to say about your experience. If you are willing to participate in a one hour interview, sometime during the winter months, please fill out the bottom of the sheet. The interviews will be held at a time and location convenient for you and will be arranged by Randy Thomas, who is working on this study with the State Library.

Please take a moment to fill out the questionnaire and return it in the enclosed envelope by November 15, 1993. This is an exciting opportunity to find out what is happening and how you feel about the learning experience. Please let us hear from you!

Sincerely,

Susan M Jenkins

Susan Jenkins, Coordinator
Merrimack County ATP

Rebecca J Albert

Rebecca Albert, Literacy Consultant

20 Park Street • Concord, New Hampshire 03301-6303
603 / 271-2425 • FAX / 271-2205 • TDD Access: Relay NH 800 / 735-2964 603 / 271-2394

Learner Questionnaire

Please do not write on the back of this page. If you need more space, please attach another sheet of paper.

1. **How long have you been a learner in the program? _____months,_____years.**
2. **What was the last grade you completed in school? _____.**
3. **How often are you tutored?____ once a week; _____ twice a week;_____other.**
4. **Sex _____ Age _____.**
5. **What made you decide to come to the Tutorial Program?**

6. **What is the most valuable thing you have learned in the Program?**

7. **What is your greatest challenge as a learner?**

8. **What could make your experience in the program better?**

If you are willing to participate in an one hour interview, please write your name, address, telephone number and a good time of the day to call you.

Name_____

Address_____ **Phone**_____

When is a good time to call?_____

Thanks for your help! Please return this questionnaire by November 15, 1993.

THE NEW HAMPSHIRE LITERACY CONGRESS

NEW READERS = NEW LEADERS

In September 1991 New Hampshire sent its first group of delegates to the Third National Adult Literacy Congress in Washington, D.C. Their inspiration and energy laid the foundation for the First New Hampshire Literacy Congress. In September 1993 four new readers and one tutor represented New Hampshire at the Fourth National Adult Literacy Congress. All delegates, past and present, have brought the vision of adult new readers as leaders home to New Hampshire. They have established the Literacy Congress as an annual event to reach out to adult new readers from all over the state.

The most dedicated, motivated and effective leaders in the battle to combat adult illiteracy are new readers themselves. They are eager and willing to pass their new-found skill on to others. *New Readers = New Leaders* is the general focus of the New Hampshire Literacy Congress. The following are the goals of the Congress:

- to empower and develop leadership among adult literacy students;
- to improve visibility and delivery of literacy services in New Hampshire;
- to enable and encourage other non-readers to enroll in adult education programs;
- to foster support networks of new readers and tutors;
- to inspire and help parents who are new readers to break the cycle of illiteracy by reading to their children;
- to bring New Hampshire's new readers into the larger community.

The New Hampshire Literacy Congress is an annual event bringing together adults who share common goals: strengthening personal literacy skills and advocating for literacy as a means to civic empowerment and individual growth.

Did you know that 18% of New Hampshire's adult population has not completed high school according to the 1990 Census? This means that at least one in five New Hampshire adults could benefit from an adult education program.

NHCL, P.O. Box 395, Concord, NH 03302-0395 (603) 271-3183

During the 1992-93 school year, 2,582 students worked with 1,550 volunteers in the New Hampshire Adult Tutorial Programs.

150 delegates at the Second New Hampshire Literacy Congress learned that they were not alone. Sharing experiences and knowledge empowered them.

A Model for Success

The New Hampshire Literacy Congress, organized by the New Hampshire Council on Literacy, is the only event of its kind in the state that brings together adult literacy students in a statewide educational forum. The New Hampshire Council on Literacy, in partnership with the New Hampshire Adult Tutorial Programs and the New Hampshire State Library, reaches new readers and non-readers statewide.

Results of the First and Second New Hampshire Literacy Congresses:

- ❑ Empowered students and tutors established the New Hampshire Council on Literacy and its Board of Directors;
- ❑ Coalitions of adult new readers formed support groups throughout the state;
- ❑ Tutor support groups formed and strengthened statewide;
- ❑ Adult new readers spoke in public to service organizations, at tutor training workshops and on television and radio talk shows;
- ❑ More adults came "out of the closet" to seek literacy help.

The Third New Hampshire Literacy Congress

The New Hampshire Council on Literacy will convene the Third New Hampshire Literacy Congress on April 16, 1994. The theme of the Third Congress will be *Sharing Our Stories*.

Over 150 adult new readers and tutors will attend the all day event. Trained professionals and new readers will lead small group discussions on topics such as "Voting Rights and Citizenship," "The Dropout Problem," and "Sharing Stories with Your Children." During the opening session a student will read aloud the Congress book to the entire Congress. In the afternoon, students will share their personal stories with the whole group.

Your Support is Needed

The continued success of this literacy initiative is dependent upon contributions from the private sector. Your generous financial support of the New Hampshire Council on Literacy will help to combat illiteracy in every corner of New Hampshire by reaching out to adults through the Literacy Congress. Be part of the solution to the crisis of illiteracy!

A tax-deductible donation may be made to the New Hampshire Council on Literacy by sending a check to: NHCL, P.O. Box 395, Concord, NH 03302-0395. Thank you.

For more information about the New Hampshire Literacy Congress or the New Hampshire Council on Literacy, write the above address or call Rebecca Albert at 271-3183.

Here's what people had to say about the Second New Hampshire Literacy Congress:

Sure was great, lots of tears and laughs. Yes, one can keep growing and learning. Wow!! People do care.

There are many different people here who are coming from different directions. I think they coordinated and interacted very well. Good Job!

The timing and subjects and 'formal informality' were perfect.

By listening to other students, I found out that I am not alone in this world.

I would like very much to come back next year. I really loved being around people who's needs are the same as mine. Thanks for having me.

Third New Hampshire Literacy Congress

Sharing Our Stories

April 16, 1994

Proposed Agenda

9:30 - 10:00	Registration & Coffee
10:00 - 10:20	Welcome & Reading of Congress book
10:30 - 11:30	Group Sessions I
11:40- 12:40	Group Sessions II
12:45 -1:30	Lunch
1:30 - 2:45	Story sharing with new readers & Peter Burns
2:45 - 3:00	Closing

Third New Hampshire Literacy Congress

Sharing Our Stories

April 16, 1994

Proposed Budget

Keynote speaker	$ 300
Facilitators 32@ $50	1,600
Facilitator Workshop	400
Books 200 @ $5	1,000
T-shirts 200 @ $5	1,000
Site rental & meal costs	5,000
Printing	400
Postage	400
Telephone	200
Supplies	200
TOTAL	$ 10, 500

The New Hampshire Council on Literacy

Board of Directors

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Chichester, NH 03263

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Exeter, NH 03833

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10/93

NHCL, P.O. Box 395, Concord, NH 03302-0395 (603) 271-3183

THE NEW HAMPSHIRE COUNCIL ON LITERACY is supported by the following organizations:

The Adult Tutorial Programs of New Hampshire:

Belknap County
Peg Selig, Coordinator
Laconia Adult Education
345 Union Avenue
Laconia, NH 03246

Carroll County
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17 Knight Street
Concord, NH 03301

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40 Linden Street
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Barbara Marshall, Coordinator
Dover Adult Learning Center
22 Atkinson Street
Dover, NH 03820

Sullivan County
Phyllis Wilcox, Coordinator
35 Main Street
Newport, NH 03773

Please see additional supporting organizations on the following page:

Adult Education Center
Carpenter Memorial Library
Pauline Mayr, Coordinator
Jennifer Jeffress, VISTA
3 Main Street
Pittsfield, NH 03263

Adult Learning Center
Concord Public Library
Nancy Morse, Director
45 Green Street
Concord, NH 03301

Association of New Hampshire
Library Friends
Marjorie Bain, President
Blackberry Hill
Orford, NH 03777

Librarians of the Upper Valley
Cooperative
Richards Free Library
Suzanne Brown, Coordinator
58 North Main Street
Newport, NH 03773

New Hampshire Department of
Cultural Affairs
New Hampshire State Library
Kendall Wiggin, State Librarian
20 Park Street
Concord, NH 03301

New Hampshire Department of
Education
Office of Adult Basic Education
Arthur Ellison, Director
State Office Park South
101 Pleasant Street
Concord, NH 03301

New Hampshire HELP LINE
Arlene Pinkos, Director
2 Industrial Park Drive
Concord, NH 03301

New Hampshire Humanities Council
Charles Bickford, Executive Director
19 Pillsbury Street
Concord, NH 03301

New Hampshire Library Association
Ann Trementozzi, President
P.O. Box 2332
Concord, NH 03302-2332

New Hampshire Library Trustees
Association
Linda Matson, President
P.O. Box 1251
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Project LIFT
Fuller Public Library
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P.O. Box 43, 29 School Street
Hillsboro, NH 03244

Rockingham Library Literacy Project
Exeter Public Library
Susan Ouellett, Coordinator
Founders Park
Exeter, NH 03833

Souhegan Active Literacy Team
Mary Anne Doyle, President
c/o Manchester City Library
405 Pine Street
Manchester, NH 03104-6199

NEW HAMPSHIRE'S UNDEREDUCATED ADULT POPULATION

SOURCE OF DATA: 1990 CENSUS

COUNTY	No. of adults 18 years old and over	Adults having less than 12 years education	Percent: less than 12 years education
Belknap	36,526	7,574	21%
Carroll	26,929	4,759	18%
Cheshire	52,911	10,016	19%
Coos	26,218	7,724	29%
Grafton	57,786	10,023	17%
Hillsborough	250,104	45,789	18%
Merrimack	89,569	15,663	17%
Rockingham	181,696	26,332	14%
Strafford	79,745	15,053	19%
Sullivan	28,645	7,448	26%
Statewide Totals:	830,129	150,381	18%

Office of Adult Basic Education
NH Department of Adult Basic Education
101 Pleasant Street
Concord, NH 03301

LITERACY "SOUND BYTES"

The UNESCO definition of literacy: "A person is literate when he has acquired the essential knowledge skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development."

In the United States, a person is generally considered functionally literate when he or she can read at the eighth grade level.

Various sources suggest that between 21 and 60 million adults in the U.S. are functionally illiterate.

Among the 156 member nations of the United Nations, the U.S. ranks 49th in literacy.

Of all illiterate adults in the U.S., 41% are English-speaking whites, 22% are English-speaking blacks, 22% are Spanish-speaking, and 15% are other non-English speakers. Proportionately, 16% of white adults, 44% of blacks, and 56% of Hispanic citizens are functionally illiterate. 47% of all black 17-year-olds are functionally illiterate.

15% of recent graduates of urban high schools read at less than 6th grade level.

85% of juveniles who come before the courts are functionally illiterate.

Over 1/3 of mothers who receive support from welfare are functionally illiterate.

Of 8 million unemployed adults, 4 to 6 million lack the skills to be retrained for hi-tech jobs.

By the year 2000, 41% of the projected new jobs will require more than a high school diploma.

Half of all adults in state and federal prisons cannot read or write; only one third have completed high school. The typical 25-year-old inmate functions at 2 to 3 grade levels below the last grade he or she actually completed.

Children whose parents are functionally illiterate are twice as likely as other children to be functionally illiterate.

DID YOU KNOW THAT:

■❑❑❑❑ One out of five U.S. adults (about 23,000,000) is functionally illiterate.

■❑❑ More than one third of all adults cannot read and understand a help wanted ad.

■❑❑ About one third of adults cannot fill out a job application.

■❑ Almost one half of the inmates in our prisons are illiterate.

■❑❑❑ One fourth of U.S. adults cannot address an envelope well enough to get it to its destination.

■❑❑ At least one third of all New Hampshire adults have poor reading, writing, speaking, computing, and problem-solving abilities, leaving them ill-equipped to function proficiently on the job or in society.

Source: National Adult Literacy Survey
1990 Federal Census

ADULT TUTORIAL PROGRAMS OF NEW HAMPSHIRE

INTAKE AND ASSESSMENT MANUAL

All of us have two educations; one which we receive from others; another, and the most valuable, which we give ourselves.

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INDEX FOR INTAKE MANUAL

A. INTRODUCTION
- Assessment Overview
- Flow Chart for Intake
- Schedule for Intake Process

B. INTAKE
- Formal items to be included on intake form
- Informal items to be included in interview
- Sample intake forms
- Design your own intake form clip art
- Sample release of information form

C. SIGHT WORD ASSESSMENT
- SLOSSON

D. VOCABULARY KNOWLEDGE AND READING COMPREHENSION
- Test Samples:
- LAS (Literacy Assessment Survey)
  - Sample for readers below third grade reading level
- ABLE (Adult Basic Learning Assessment)
  - Sample of lowest level
- Gates-MacGinitie Reading Tests
  - Sample of mid-level for readers above fifth grade level
- TABE (Tests of Adult Basic Education)
  - Sample of advanced level

E. WRITING SAMPLES
- Suggestions for low level writers
- Suggestions for higher level writers
- Suggestions for ESL students

F. MATH
- BRIGANCE computation problems and scoring table
- Word Problems and answer key

G. ENGLISH AS A SECOND LANGUAGE (ESL)
- BEST (Basic English Skills Test)
- Sample report for BEST

H. GED
- Official GED Practice Test ordering information and cautions
- Sample AA answer key and scoring tables

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PLEASE NOTE: This manual exists as a vehicle to help coordinators share effective assessments and philosophies with other programs. The materials included here represent the most commonly used assessments. Coordinators wishing to share additional materials may wish to follow the simple format employed in the manual.

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